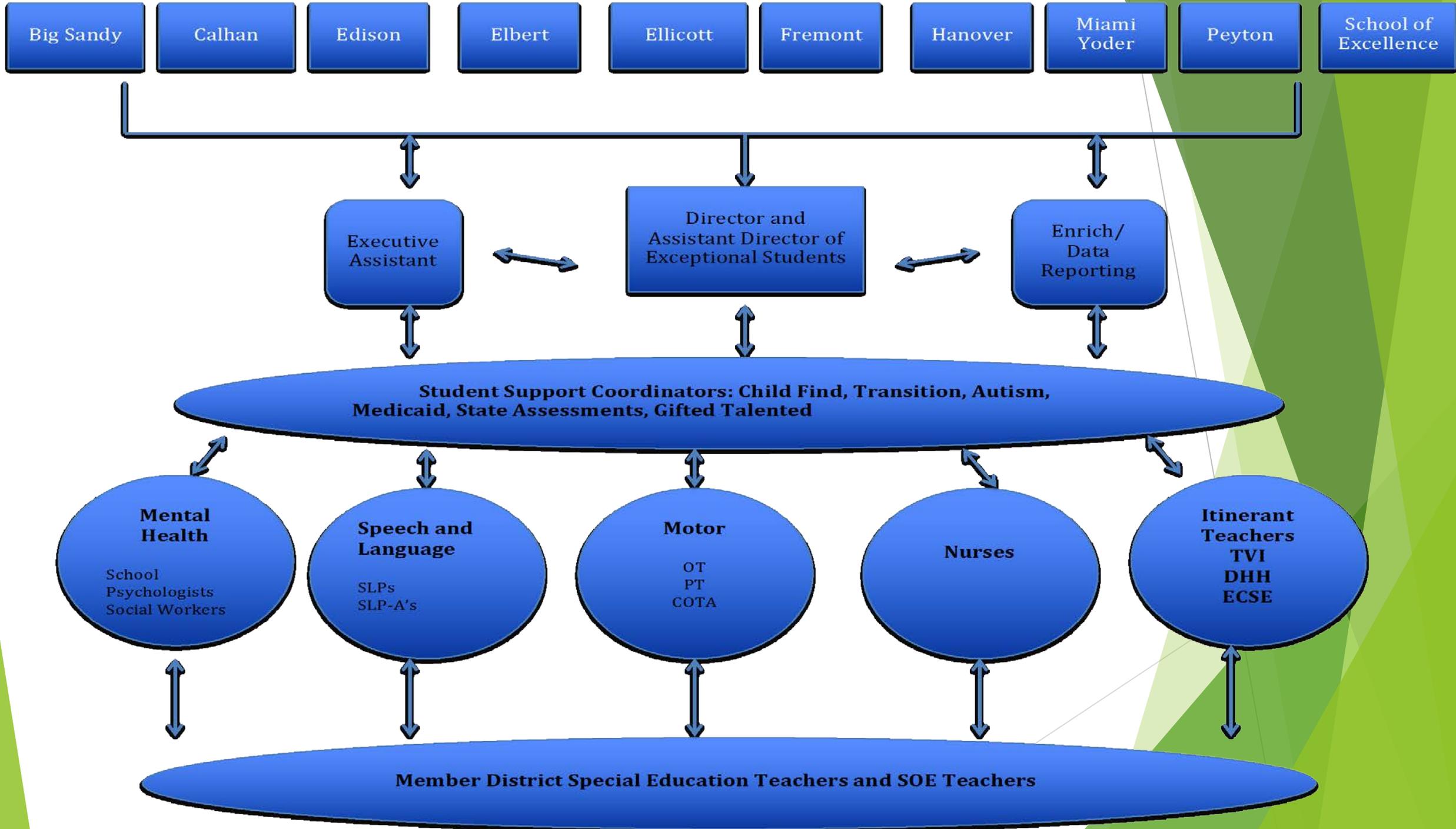


WELCOME 2017/2018 GT Member District Contacts

Trish Reitingger
PPBOCES GT Coordinator

Administrative Unit

- ▶ Every school district has an Administrative Unit which is tasked with:
 - ▶ Compliance with all federal and state reporting, fiscal and data reporting requirements
 - ▶ Compliance with IDEA Part B and IDEA Preschool requirements
 - ▶ Maintaining documentation to track special education funds to ensure funds are used for only allowable expenses
 - ▶ Provide for sufficient instructional and related services to identify and evaluate all students suspected of a disability and plan for and provide sufficient services for all students with disabilities
 - ▶ Employment of properly licensed and endorsed professionals who will provide services to students with disabilities.



Role of AU in GT services & programming

- ▶ “The Exceptional Children’s Educational Act (ECEA) requires all administrative units (AUs) through its **program plan**, to use **identification assessment and review by a team**, as described in state board rule, to identify gifted children. The team shall use a **body of evidence** upon which to base the determination of giftedness, which evidence must include, at a minimum, the **identification assessment results, parental input and multiple types of measures and data sources**” .
- ▶ “A review team should include at least one person trained or endorsed in gifted identification and programming. Training may include work towards an endorsement or the completion of specific courses in gifted education. The AU determines whether an educator is sufficiently trained in gifted education” .
- ▶ Administrative units are required by law to provide a **Comprehensive Program Plan** and **budget** to identify and serve gifted children who are at least five years of age (preschool is optional, except in the identification process for early access). Administrative units may permit early access provided the program plan includes criteria and procedures for early access provisions required by law. PPBOCES currently has a comprehensive plan & supporting documents to fulfill AU requirements.

Thirteen Elements of Gifted Talented Compliance (ECEA RULES)

- ▶ Parent, Family & Student Engagement & Communication
- ▶ Programming
- ▶ Reports
- ▶ Evaluation & Accountability
- ▶ Record Keeping
- ▶ Personnel
- ▶ Definition of Gifted
- ▶ Identification Procedures
- ▶ Advance Learning Plan
- ▶ Budget
- ▶ Procedures for Disagreements
- ▶ Monitoring
- ▶ Early Access

PPBOCES Role in Supporting GT

- ▶ Training & compliance support for district contacts in all areas of gifted screening, identification & ALP development including Early Access
- ▶ Universal on line screening for all 2nd and 6th graders (CogaT)
- ▶ ALP reviews periodically during the year (3 per district)
- ▶ Access to gifted resources
- ▶ Written Supports (PPBOCES Website)
 - ▶ Resource guide for GT processes & services for students
 - ▶ Early Access Process
 - ▶ Dispute Resolution Process

GT District Contact Role in Supporting Students

- ▶ Lead the district team in the gathering and analysis of GT data.
- ▶ Participation in on line universal GT screening; 2nd and 6th graders, October 2017. May be asked to proctor, analyze & distribute CogAT data to appropriate staff and parents.
- ▶ Contact and follow up for all GT referrals made within the district
- ▶ Complete ALP initial and annual reviews in a timely manner.
- ▶ Schedule and complete at least one school wide presentation regarding giftedness and the district's process of identifying & supporting gifted students.
- ▶ Ensure information regarding the process of screening, identification, ALP development and programming is communicated to all stakeholders in the district community to include parents. Communication may be on the school/district website, through news letters, community publications, brochures and/or back to school nights.
- ▶ Attend GT trainings provided by PPBOCES (3 yearly)
- ▶ Assist in early access referrals.

Today's Objectives:

- ▶ Clear understanding of PPBOCES support as your districts Administrative Unit
- ▶ Increased understanding of your role as the district level GT contact
- ▶ Overview of gifted programming; screening, identification & ALP Development
- ▶ Professional Practices for the 2017/2018 school year:
 - ▶ Increase Parent engagement (parent packet, parent survey completed after every ALP)
 - ▶ Increase Staff engagement (one presentation to district staff re: GT)
 - ▶ Increase Student engagement (student facilitated ALP's, self determination/affective needs goal & student survey completed after every ALP)

Definition of Gifted

"Gifted and talented children" means those persons between the ages of four and twenty-one whose abilities, talents, and potential for accomplishment are so exceptional or developmentally advanced that they require special provisions to meet their educational programming needs. Children under five who are gifted may also be provided with early childhood special educational services.

- ▶ Gifted students include gifted students with disabilities (i.e. twice-exceptional) and students with exceptional abilities or potential from all socio-economic and ethnic, cultural populations. Gifted students are capable of high performance, exceptional production, or exceptional learning behavior by virtue of any or a combination of these **areas of giftedness**:

- ▶ General or specific intellectual ability
- ▶ Specific academic aptitude

BY OCTOBER 2017:

- ▶ Creative or productive thinking
- ▶ Leadership abilities
- ▶ Visual arts, performing arts, musical or psychomotor abilities (Talent Aptitudes)

Meeting the Needs of Colorado's Gifted Talented Students in Small and Small Rural Settings

- ▶ *The problem of defining "rural" is not new. People know when they are rural, but such perception does not satisfy demographers, policymakers, or educational researchers. After all, difficult policy decisions have to be made and resources have to be allocated on some quantifiable basis. Numbers, however, miss the essence of what it means to be rural, and seldom satisfy those on the receiving end of the definition. Rural people know that rural Maine is not like rural Texas, which in turn is not like rural Georgia or Alaska.*

Colorado Perspective

- ▶ 42 of Colorado's 64 counties are rural
- ▶ Nationally: 40% of American schools are rural, 30% of children go to them
- ▶ In Colorado: of 178 Colorado School Districts
 - ▶ 28 have populations 601-1,200
 - ▶ 36 have populations 301-600
 - ▶ 51 have populations of 300 or less
- ▶ Where does your district land, Rural or Small Rural?
 - ▶ Fremont Re-2 1318 (Rural)
 - ▶ 601-1,200 Ellicott (957), Peyton(632), Small Rural
 - ▶ 301-600 Calhan(424) Small Rural
 - ▶ 300 or less Edison(222) Big Sandy (280), Elbert (200), Hanover(249), Miami Yoder,(275) Small Rural

Rural Facts

- ▶ 178 school districts total in Colorado
- ▶ 109 of the 178 are small rural
- ▶ 38 of the 178 are rural districts
- ▶ Approx. 130,500 rural students
- ▶ 14 districts with less than 100 students
- ▶ 53 districts with less than 250 students
- ▶ 85 districts with less than 500 students
- ▶ Approx. 60 districts are at one K-12 site and/or one K-12 building

ECEA Requirements:

- ▶ Portability
- ▶ Universal Screening
 - ▶ 2nd & 6th CogAT Complete Battery on-line
- ▶ Screening, Referrals & Creating Advanced Learning Plans have timelines
- ▶ Assessment includes a Body of Evidence and Team Decision Making
- ▶ ALP's Reviewed Annually

Portability

- ▶ The Exceptional Children's Educational Act (ECEA) requires that a student who moves from one district in Colorado to another district in the state retains his/her gifted identification. This concept is referred to as "portability."
- ▶ Advanced Learning Plans (ALPs) will be communicated and transferred
- ▶ Appropriate tools need to be utilized for gifted identification
- ▶ If gifted review team determines the previous district identified the student using criteria not aligned to state guidelines, the rule for portability does not apply
- ▶ Rule of portability does not apply to students moving into Colorado from another state

UNIVERSAL SCREENING

- ▶ *“Universal Screening” means the systematic assessment of ALL students within a grade level for identifying students with exceptional ability or potential, especially students from traditionally underrepresented populations; and/or screening in conjunction with creation of each student’s individual career and academic plan (ICAP).*
- ▶ A universal screener is not just for the specific purpose of identifying highly capable or gifted students. Data collected through a universal screener provide information to support instructional planning for:
 - ▶ All students
 - ▶ Student referred for further gifted identification assessment
 - ▶ Students recommended for talent pool

Assessment

- ▶ Multiple pathways to identification must be explored
- ▶ A variety of types and sources of assessment should be utilized
- ▶ Assessment tools should be collected for a body of evidence (BOE) to support identification of giftedness

Body of evidence

- ▶ A body of evidence should consist of quantitative and qualitative measures to determine if a student meets the criteria for gifted identification and to build a student profile of strengths and interests.
- ▶ While some of the data in a body of evidence will be used to meet the criteria for gifted identification, other data or information may be used to build a learner profile for the purpose of developing appropriate programming options.
- ▶ A variety of measures are contained within a body of evidence.
- ▶ Possible assessments may include:
 - ▶ Cognitive Tests (Cognitive Abilities Test [CogAT])
 - ▶ Creativity Tests (Torrance Tests of Creative Thinking [TTCT], Profile of Creative Abilities [PCA])
 - ▶ Achievement Tests (Score in the 95th percentile or above)
 - ▶ Behavior Observation Scales (Scales for Identifying Gifted Students [SIGS], Gifted Evaluation Scale [GES], Gifted Rating Scales [GRS])
 - ▶ Performance Evaluation (Juried Performance, Contest/Competition, Portfolio, Classroom Performance)

Screening

- ▶ *AUs shall develop screening procedures that seek referrals from a variety of sources used for conducting identification assessment. Identification is not just a moment in time or the use of data from one assessment.*
- ▶ *Test data*
- ▶ *Performance and Observation*
- ▶ *Checklist*
- ▶ *Anecdotal Records*
- ▶ *MTSS*
- ▶ *Questionnaires*
- ▶ *Universal Screening*
- ▶ *Interviews*

REFERRALS

- ▶ *ECEA Rules state an identification team has a timeline of no more than 30 schooldays after a referral is received to determine whether a student will be formally identified or if more time is needed to continue with identification assessment. The team's decision should be communicated to the parent, student and other educators. This does not mean an identification determination must be made within 30 days; rather all stakeholders should receive information on intended next steps of the identification process within this timeline.*
- ▶ ***A referral made for possible gifted identification does not necessarily lead to the automatic administration of specific assessments. The identification team will carefully consider the referral, examine current student assessment data and determine appropriate next steps. This may or may not include administering additional tests.*

TEAMING AND DETERMINATION

- ▶ All decisions need to be based on:
 - ▶ Body of Evidence (BOE)
 - ▶ Team Decision (Team needs to include parents)
 - ▶ A review team should include at least one person trained or endorsed in gifted identification and programming
 - ▶ The AU determines whether an educator is sufficiently trained in gifted education.
- ▶ The review team examines the body of evidence and may make one or more of the following determinations:
 - ▶ Move to formal gifted identification
 - ▶ Identify student for a talent pool
 - ▶ Select new tools to collect additional data
 - ▶ Determine data do not support identification at this time (notify and document)
 - ▶ Determine a student may need to be referred for special education assessment in addition to his/her gifted identification (twice exceptional students)

ADVANCED LEARNING PLANS

- ▶ It is a tool that “drives” instruction and social-emotional guidance
- ▶ It is a living document and revised as necessary
- ▶ It is a communication tool between students, teachers, and parents
- ▶ It is an individual gifted student planning document reflecting current levels of performance, curricular areas to be addressed, student goals, parent involvement, student involvement, timeline, monitoring and review process
- ▶ It is used to measure student’s progress and the effectiveness of programming by including an indicator of success, self-efficacy, and next steps

Advance Learning Plans Requirements

- ▶ Student's Name
- ▶ Student's ID number
- ▶ Date of birth
- ▶ Grade level
- ▶ School and District
- ▶ Twice-exceptional designation (IEP or 504) or other educational
- ▶ Date of ALP development & documentation of parent involvement
 - ▶ ALPs for early access students in grades K or 1st must be completed by 9/30
- ▶ Team Members:

Required: Student, Parent, Classroom teacher(s), GT staff

Optional: support staff as appropriate

Student Profile; Section 1

- ▶ Body Of Evidence:
- ▶ Initial Referral Date: Action taken no later than 30 school days after receiving referral [12.02(2)(c)(iii)]
- ▶ Date determination letter sent to parents about the decision of the review team and the area(s) of identification [12.02(2)(c)(viii)]
- ▶ Description of communication procedure by which parents are made aware of identification assessment, understand the results of the determination and the process to engage in ALP development [12.02(2)(c)(ix)] Examples: Conference, phone call, email, letter
- ▶ Multiple sources and types of quantitative and qualitative data [12.02(2)(c)(v)]
 - ▶ Cognitive data
 - ▶ Criterion- or Norm-referenced data
 - ▶ Normed Reference Observation Scale
 - ▶ Performance Evaluation
 - ▶ Additional Quantitative or Qualitative data
- ▶ Area of Giftedness

Student Profile Section II

- ▶ Current Performance Data:
 - ▶ Periodic updates; state tests, achievement & performance in classroom
- ▶ Student Interests & Participation:
 - ▶ Method for student participation (self facilitated) & update to interests
- ▶ Annual Performance & Affective Goal
 - ▶ SMART achievement goal
 - ▶ SMART affective goal
- ▶ Progress Reporting
- ▶ Programming
- ▶ Description of curriculum, activities coursework, programs, expanded learning
- ▶ Goal attainment annually
 - ▶ Met or not met, narrative description of progress, recommendation for transition

Initial ALP

Developed 30-45 School Days after Initial Identification

- ▶ Includes:
- ▶ Identification BOE
 - Student Profile
 - Area(s) of Giftedness
- ▶ SMART Goal(s) for Achievement
- ▶ SMART Goal(s) for Affective Development
- ▶ Evidence of Parent Engagement
 - ▶ Signature of meeting attendance
 - ▶ Phone, email, letter

Annual ALP

Reviewed & undated end or beginning of
year (within 30 school days)

Includes:

- ▶ Student Input
Synthesis of Data
- ▶ Update to Student Profile as necessary
- ▶ New SMART Goal(s) for achievement and affective development
- ▶ Evidence of parent engagement

Professional Practices in Gifted Education

PPBOCES

- ▶ Targets for the 2017/2018 school year:
 - ▶ Complete Advanced Learning Plans in Alpine within timeframe;
 - ▶ 30days after referral to notify those involved,
 - ▶ 30-45 days after identification to complete ALP,
 - ▶ reviewed within the first month or last month of school year
 - ▶ Peer review mid year, 3 ALP's
 - ▶ Add self determination/affective goal to 90% of ALP's
 - ▶ Parent Packet & Survey Monkey completed by 90% parents & students
 - ▶ Universal Screen 2nd & 6th & ongoing screening and identification
 - ▶ Provide appropriate instruction & monitor growth for GT students
 - ▶ A Topic For Another Time

Self Determination/Affective Goals

- ▶ “Students with gifts and talents demonstrate growth in personal competence and dispositions for exceptional academic and creative productivity” .
- ▶ All identified students are required to have one standards based affective goal.
- ▶ For the 17/18 school year it is recommended that affective goals be based on the National Association of Gifted Children Standard (4.1) Personal Competence.
 - ▶ Choose 8 of 16 “Habits of Mind” for your Survey
 - ▶ Each student will complete the survey & together you will develop one habit to focus on during the school year which will assist the student in attaining a personal competence goal.
- ▶ Affective goals may be measured in two ways:
- ▶ Student self-evaluation:
 - ▶ document a behavior,(graph, chart)
 - ▶ develop portfolio,
 - ▶ evaluate performance (rubric, checklist, journal)
- ▶ Teacher, parent or expert evaluation:
 - ▶ Interview about goal attainment
 - ▶ Observation of practice and/or mastery of goal
 - ▶ Review of documents, portfolios and performances

PRACTICE

- ▶ Read through the Habits of Mind Article
- ▶ Review the 16 Habits of Mind
- ▶ Consider how your students might use these as a basis for an Affective Goal on the ALP
 - ▶ Consider having student's fill out the self assessment
 - ▶ Choosing one Habit to focus on for the year
 - ▶ Decide how to instruct upon the Habit
 - ▶ Commit to progress monitoring the Habit

Increase Student Engagement

- ▶ Student Facilitated ALP; evidence of student involvement
 - ▶ Consider a Power Point which includes introductions, strengths, interests & goals
 - ▶ <https://www.cde.state.co.us/gt/alpwebinar8>
 - ▶ Web link for the Student Survey:
 - ▶ <https://www.surveymonkey.com/r/FKT6XQB>
- ▶ After every ALP send student survey to the family.
- ▶ You will receive the data quarterly

Parent Packet & Parent Survey

- ▶ Parent Survey; evidence of parent engagement, after every ALP
 - ▶ Web link for the Parent Survey:
 - ▶ <https://www.surveymonkey.com/r/N6HLJMH>
- ▶ After every ALP send the parent the survey.
- ▶ You will receive the data quarterly

- ▶ Parent Packet; evidence of parent participation
 - ▶ give to parents during annual ALP meeting

Universal Screening 2nd & 6th grade

- ▶ CogaT Full Battery Universal Screen;
 - ▶ 2nd & 6th
 - ▶ During the first two weeks October 2017; new students can access at this time
 - ▶ On-line; up to 120minutes 2nd & 90minutes 6th
 - ▶ Full Battery Ability Profile; share with staff & parents

- ▶ Parent notification letter (send by September 15, 2017)
- ▶ Coordinate with building tech department to support proctoring
- ▶ Distribute data from test within 2weeks of administration
- ▶ Begin follow up with students scoring in the 95th% within 3weeks

Cognitive Abilities Test COGAT

- ▶ Universal Screen On-Line
- ▶ Follow-up Testing
 - ▶ Paper Pencil until 18/19 or all protocols used
 - ▶ Provided though BOCES
 - ▶ Scored by district contact
 - ▶ Reported to appropriate staff & parents by district contact

Gifted Instruction & Monitoring of Student Growth

- ▶ Training: December 5 2017 Differentiating with Complexity Ian Byrd
- ▶ Training mid March 2018 Instruction for Highly Gifted Learners
- ▶ EOY wrap up May 2018

WHAT ADDITIONAL SUPPORTS ARE NEEDED?

- ▶ MATERIALS?
- ▶ FUNDING?
- ▶ TRAINING?
- ▶ District Contact Responsibilities:
 - ▶ Complete in-service to staff by 12/1/2017
 - ▶ Send 3 ALP's by 12/1/2017 to Trish @ BOCES; Anticipate Feedback
 - ▶ Ensure GT information is accessible on school or district website
 - ▶ Add One Affective Goal to every ALP